

EL SEGUNDO TEACHERS ASSOCIATION

2016 SPECIAL EDUCATION PLAN

GOAL: To meet the educational, social and emotional needs of both special education students and the students placed in the general education classrooms in a way that is feasibly manageable for all teachers and other support personnel, who service such students in ESUSD.

OBJECTIVE 1: The Special Education model to be implemented in ESUSD must have clearly defined roles for both the general education teachers and the special education teachers

STRATEGY: Communicate the roles and responsibilities of Special Education Teachers, General Education Teachers, Administration and Instructional Assistances. This will ensure IEPs are properly followed and provide better collaboration among all entities.

TACTICS:

1. Understanding that Special Education Teachers are required to make accommodations and modifications of curriculum for Special Ed. Students; Special Education Teachers need units/ lessons given to them in advance from General Ed Teachers.
2. Develop a system and/or form for General Education Teachers to give units/lesson well in advance to Special Ed Teachers
Suggest General Education Teachers are curriculum specialists for the subjects they teach to support Special Education teachers, particularly at secondary level.
3. Administration needs to take responsibility of staffing Instructional Assistants.
 - In the beginning of the year/ Prior to the first instructional day, Special Education Teachers should be involved in coordinating Instructional Assistants schedules with site administrators.
 - When an Instructional Assistant is absent, it should not be Spec. Education Teacher's responsibility to assign substitutes. Staffing should be Administrator's responsibility.

- Meet with CSEA to ensure Instructional Assistants are safe, and proper breaks are met with schedule
4. IEPs, and IEP meetings need to be restructured
 - Pre IEP meetings must be held prior to IEP mtg. – both Gen. Ed. and Special Ed Teachers need to be involved defining IEP goals for a students.
 - At Pre IEP meetings all non-parental parties should have clear understanding and agreement before presenting the IEP to the parents
 - The goals should not be a surprise to Gen. Ed. Teachers in an IEP with parents present
 5. ESTA to bring in a CTA expert to train teachers on IEPs, their legal responsibilities and rights in an IEP. They need to know their rights and responsibilities.
 6. Administration must implement District's civility policy when parents are overstepping bounds and communicating inappropriately with teachers

OUTCOME: Better collaboration between all parties will create a teaching environment where special education students' needs will be met with increased efficiency and effectiveness.

OBJECTIVE 2: Develop an appropriate program for the placement of special education students. Understanding that the "least restrictive environment" may not be full inclusion for some students.

STRATEGY: More severe Special Education students also need alternative curriculum and better home support.

TACTICS:

1. District will provide Community Based Instruction (CBI) and Functional Life Skills curriculum to special ed. teachers
 - Not all students can handle all academics all day and require life skills instruction.
2. Parent Education Offered to parents on how to support their special needs child
 - CBI training for parents

- Parent Monthly Meetings – topics to be presented by special ed. teachers
Such as: Behavior Modification, CBI, How to Help with Homework, Understanding Your Child’s IEP, etc. for a compensated rate

OUTCOME: Better prepared special ed. students for life and increased success at home and school.

OBJECTIVE 3: The Special Education model to be implemented in ESUSD must be clearly defined before the start of the 2016-2017 school year.

STRATEGY: Ensure there is enough support personnel in place to ensure the models success. The district needs to know that the model used needs to be fully supported and funded. If not, modifications in how services are provided are needed to ensure Program is feasible and manageable.

TACTICS:

1. Hire full time **Special Education Program Specialist** for every site every day. The purpose would be...
 - To implement to Spec. Ed. model at each site.
 - To take over some of the administrative tasks to free up Special Ed teachers to work more with students.
 - Help Students/Teachers/Parents understand IEP goals and how students will be graded during reporting periods
2. Hire full time **Moderate to Severe Specialists** at each site to assist with the increasing severe students on special ed. case loads.
 - Help with determining program appropriateness for students in IEPs
 - Provide appropriate curriculum that severe students can access according to IEPs
 - Provide assistance and training with assisting students with ED (Emotional Disturbance) and other behavioral issues.
 - Teach life/community skills to special ed. students
3. Hire more special education teachers (K-1, 2-3, 4-5, Math/Science at MS and HS or implement a tiered system) and IAs to support the program
 - Assist with students in HS Collab MS & HS classes
 - Decrease caseload so Spec. Ed. teacher can push in more if needed

4. Communicate to all staff the model, what it will look like and how it is to be rolled out
 - All hands on deck meeting at the beginning of the year – same message K-12

5. Transition Pathway needed for students at ESHS as another option to diploma to prepare them for independence.

OBJECTIVE 4: More time is required

STRATEGY: Gen. Education Teachers must have more collaboration with Special Education Teachers in order to effectively implement students' IEPs.

TACTICS:

1. Special Education Teachers need compensation and 20 hours of prep time before the school year starts specifically allotted to prepare student snapshots
2. Specific time allotted/compensated before the beginning of the year starts to meet with General Education Teachers to discuss student snapshots with Special Education Teachers.
 - Discuss Behavior Plans and accommodations needed before student enters the classroom
 - Discuss IEP goals of students
3. Time needs to be specifically allotted for General Education and Special Education Teachers to meet to plan curriculum and discuss student progress regularly throughout the year
 - Discuss upcoming units of study
 - Evaluate student behavior and progress towards IEP goals
 - Implement UDL
4. Special Education Professional Development Meeting time should be spent at school sites collaborating with General Education Teachers.
 - Information discussed at previously scheduled District Special Ed. monthly meetings can be handled in emails.

OUTCOME: Better collaboration between all parties will create a teaching environment where special ed. students' needs will be met with increased efficiency and effectiveness.

OBJECTIVE 5: Curriculum and supplies need to be provided for Special Education Teachers

STRATEGY: Currently, many supplies in Special Education classrooms belong to individual teachers and not the schools. If teachers leave, so do their supplies. Sets of curriculum and appropriate supplies need to be ordered for all subjects and CBI.

TACTICS:

1. Survey/ Inventory all grade levels and subjects (including preschool) to ensure necessary curriculum and supplies are available
 - Ensure Manipulatives and realia supplies teachers need are at all sites.
 - Middle School needs functional skills curriculum
2. Need Rolling IPAD Cart(s) at Each School Site
 - Use iPads to push out pre-recorded lessons/ from special ed. teacher so special ed student can have accommodation/modifications during fully included class time.
 - APP is available to download pre recorded literature so students can have audio to access curriculum. (This resource would be good for differentiating instruction for all students)
3. Professional Development during some Staff Development Meetings, at all sites, are scheduled to ensure resources and strategies are shared with all.

OUTCOME: All students will have appropriate access to curriculum and well-prepared lessons.

OBJECTIVE 6: A uniform grading policy must be established for all students in SPED including identified Essential Standards for each area of curriculum beginning at the middle school level.

STRATEGY: A plan must be designed for students who are not accessing curriculum at grade level and for whom modifications are made to their curriculum.

TACTICS:

1. HS – Develop an alternative to a HS diploma for special ed. children receiving modifications to curriculum – ie: certificate of completion
 - Moderate/Severe Specialist should help with this process.
2. MS – ELE – Develop a special ed. grading system for standards based grading for students with modifications made to their curriculum
4. Moderate/Severe Specialist should help with this process.
5. Update Power Teacher to facilitate new grading system
6. Communicate to all staff of new grading system.

OUTCOME: Parents will have an accurate report of how their child is doing.